DOCUMENT RESUME

ED 026 321 24 SP 002 170

By-Jung, Charles; Luke, Robert
Appendix P. Categorical Breakdown of Interpersonal Area.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-8-9022
Pub Date Oct 68
Contract-OEC-0-8-089022(010)
Note-4p.; Appendix P in A Competency Based, Field Centered Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p127-130.
EDRS Price MF-$0.25 HC-$0.30
Descriptors-*Behavior, *Classification, *Interpersonal Competence, *Interpersonal Relationship, *Learning Processes, Student Behavior, Teacher Behavior, Teacher Educators
Identifiers-*ComField Model Teacher Education Program

Fifteen recognized leaders in the interpersonal relations area were asked to identify the interpersonal competencies that are related to the facilitations of learning processes for pupils, teachers, and teachers of teachers. Their reports were analyzed and a category system developed which would encompass four major dimensions: interpersonal perceptions, intraspective perceptions, interpersonal orientation, and interpersonal behaviors. Competencies in the interpersonal behaviors dimensions are listed under five subcategories: personal descriptive dimensions, meaning in terms of group process and group dimensions of growth, intra- and interpersonal purposefulness of the personal behavior-learning climate, extrapersonal purposefulness of the interaction, and meaning of the behavioral as an interpersonal relationship. After further refinement of the category system, instructional systems can be developed to produce total behaviors in the same way as described in the ComField Model. (This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications SP 002 154.) (JS)

ED026321

APPENDIX P--CATEGORICAL BREAKDOWN OF INTERPERSONAL AREA

Charles Jung

Robert Luke

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Submitted for a Consortium of
Institutions and Agencies by the
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

SP002170

CATEGORICAL BREAKDOWN OF INTERPERSONAL AREA

Charles Jung

Robert Luke

Introduction

Fifteen recognized leaders in the interpersonal relations area were asked to identify the interpersonal competencies that are related to the facilitation of learning processes for pupils, teachers and teachers of teachers. Dr. Charles Jung of NWREL and Bob Luke of NTL/IABS analyzed the reports that came in from these leaders and developed a category system that would encompass the major dimensions known to exist in this area. The material that is presented is their first approximation to breaking out these categories. It is recognized that more work needs to be done and these will be subjected to further refinement as specific competencies are identified which can be subsumed under the major categorical headings. Instructional systems can then be developed to produce total behaviors in the same way as described in the ComField Model.

CATEGORICAL BREAKDOWN OF INTERPERSONAL AREA

Charles Jung and Bob Luke

INTERPERSONAL PERCEPTIONS

Friendly	Hostile
Helpful	Restricting
Suggesting	Demanding
Accepting	Rejecting
Empathic	Unaware

INTRASPECTIVE PERCEPTIONS

Own view of own resources (motivations)
Own view of other's value of any resources
Evaluation of need for other's resources
Threatened Secure

INTERPERSONAL ORIENTATION

Trust		Distrust
Control	Depend	Share
Counterdependent	Interdependent	Dependent

INTERPERSONAL BEHAVIORS

Personal Descriptive Dimensions		Meaning In Terms Of Group Process Group Dimensions Of Growth
Verbal	Nonverbal	Self-membership) (
Open	Closed	Self-leadership)Role(Helper/Helpee
Initiate	Avoid	Feelings) (
Sending	Receiving	Individual Differences
Friendly	Hostile	Productivity
Honest	Dishonest	Communication
Seek From	Offer To	One-way
Accept	Reject	Two-way
Active	Passive	Noise
Freeing	Binding	Redundancy
(helpful	restricting)	Decibel
Suggesting	Demanding	Sandwich
Personal	Remote	Minimum Cue
Here/Now	There/Then	Feedback
		Sociometric Patterns

Intra & Interpersonal Purposefulness Of The Personal Behavior-Learning Climate

Risking/Initiating
Testing/Trying Out
Influencing/Modeling, sandbagging
Information Exchange
Feeling Exchange
Decision Making
Training
Instructing
Helpfulness

Extrapersonal Purposefulness Of The Interaction

Goal clarity and agreement
Means clarity and agreement
Material Resources
Skills)
Knowledge) Personnel Resources
Reality Congruence
Random

Meaning Of The Behavioral As An Interpersonal Relationship (Interactional Focused)

Sensing/Coding and encoding
Planning
Designing/Strategizing
Coordinating
Implementing
Monitoring
Reporting
Evaluating
Changing